

Maths (White Rose)

Number and Subtraction

Add a 2-digit and 3-digit numbers -crossing 10 or 100.
Subtract a 2-digit number from a 3-digit number - crossing 10 or 100.
Add two 3-digit numbers - not crossing 10 or 100.
Add two 3-digit numbers - crossing 10 or 100.
Subtract a 3-digit number from a 3-digit number - no exchange.

Multiplication & Division

Multiplication - equal groups.	Multiply by 3.
Divide by 3.	The 3 times table.
Multiply by 4.	Divide by 4.
The 4 times table.	Multiply by 8.
Divide by 8.	The 8 times table.

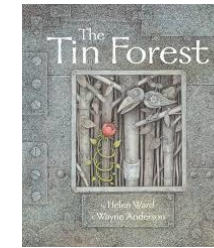
Consolidation

Liturgical Calendar

(Green and Purple Cloths)

Year 3: Autumn 2 Topic: Climate and the Weather (7 Weeks)

Text and Experience:



Text: The Tin Forest - Helen Ward and Wayne Anderson

Cultural Capital: Nature Walk
Christmas Carol Concert
KS1 Performance

Literacy

Writing:

Setting description based upon The Tin Forest (2.5 weeks):

Write narratives, describing setting and characters within a storyline or plot.
Extend sentences using a wider range of conjunctions
Use question marks and exclamation marks

Newspaper to persuade based upon The Tin Forest (2.5 weeks):

Understand and use specific year 3 terminology - determiners
In non-narrative, use simple organisational devices (headings and subheadings)
Evaluate the effectiveness of their own and others' writing

Poetry - Weather Poetry using a nature walk experience (2 weeks):

Write narratives, describing settings
Use exclamation marks correctly

Punctuation and Grammar:

Determiners - using an or a according to if the word begins with a consonant or vowel, identifying determiners

Conjunctions - co-ordinating and subordinating conjunctions revision, extending sentences using a wider variety of conjunctions, using conjunctions to express time and cause and using conjunctions to express time, place and cause.

Whole Class Reading:

One session per week based upon the class novel and three extract lessons using VIPERS (Vocabulary, Infer, Predict, Explain, Recall, Summarise) which cover the content domains for KS2 reading. Within all 4 of these lessons, time is given to modelling and practice of intonation, tone and volume.

Extract Lessons:

Weather: Cloudy with a Chance of Meatballs by Judi Barrett, Raindrops Keep Falling on my Head by BJ Thomas and How are Rainbows Formed?

Keeping Healthy: Broken Bones, Bone Health in Children and Sugar

Hearing Impairment: Freddie and the Fairy by Julia Donaldson, Dachy's Deaf by Jack Hughes and Harriet Versus The Galaxy by Samantha Baines

Poetry: The Owl and The Pussycat by Edward Lear, The Sound Collector by Roger McGough and Matilda Who Told Lies and Was Burned To Death by Hillaire Belloc.

Spelling:

prefix 'dis-', prefix 'mis-', adding suffixes with vowel letters to words with more than one syllable x 2, long vowel /a/ spelled 'ai', long vowel /e/ spelled 'ei'

RE: Mary Mother of God (TWTTTL)

To know that God chose Mary to be the Mother of His Son and to think about the importance of being chosen.

To know that Mary went to visit her cousin Elizabeth and think about how we can help each other.

To know about the mystery of the Incarnation and reflect on mysteries.

To understand that Advent is a time to prepare to celebrate the birth of Jesus.

To think about how we can prepare for Advent.

To know about the birth of Jesus and reflect on what this means for us.

To know that the Wise Men came to worship Jesus and think about the gifts we can offer Jesus.

Science: Forces and Magnets

To understand magnetism

To learn about different magnets

To know that the Earth behaves like a magnet

To learn about magnetic fields; learn about the law of magnetic attraction

To know that magnetic needles always point north

To compare how things move on different surfaces

Music: Three Little Birds

(Charanga)

To identify the piece's structure:

Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

To identify the instruments /voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals.

To find the pulse and identify funky rhythms, tempo changes and dynamics.

To copy back, play, invent rhythmic and melodic patterns.

To sing in unison.

To play instrumental parts accurately and in time, as part of the performance.

To improvise in the lessons and as part of the performance.

To compose a simple melody using simple rhythms and use it as part of the performance.

To contribute to the performance by singing, playing an instrumental part, improvising or by

Geography: Climate and the Weather (Rising Stars)

To find out about the polar climate zone, and to learn about the tundra biome.

To find out about the hottest, driest places on Earth and the tropical desert climate zone.

To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome.

To learn about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change.

To produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic.

Art: Formal Elements of Art

(Kapow)

To create and form shapes using soft modelling wire.

Computing: Programming -

Scratch (Kapow)

To explore a programming application.

To use repetition (a loop) in a program.

To program an animation.

To program a story.

Spanish: Los Saludos (Language

Angels)

To say hello

To say 'hello, my name is...'

To ask how someone is

To have a short conversation in Spanish

To say goodbye

PE (Rising Stars and External)

Sport: Dance (External Ballet)

To perform a dance with rhythm and expression.

To develop precision of movement.

To perform in front of others with confidence.

Fitness: Mighty movers (running)

To explore running at different speeds.

To work as a team in a running situation.

To work as a team in a running situation.

To understand the value of a running-based circuit and the impact it can have on health.

To improve fitness by raising the heart rate.

To improve fitness by raising the heart rate.

RHSE: Emotional Wellbeing (Ten Ten)

What am I feeling?

To know that emotions change as they grow up (including hormonal effects)

To deepen our understanding of the range and intensity of our feelings; that feelings are not a good guide for action

To know what emotional wellbeing means

To use positive actions to help emotional wellbeing (beauty, art etc. lift the spirit)

To understand talking to trusted people helps emotional wellbeing (eg parents, carers, teacher, parish priest)

What am I looking at?

To recognise that images in the media do not always reflect reality and can affect how people feel about themselves

I am thankful.

To know some behaviour is wrong, unacceptable, unhealthy and risky

To know thankfulness build resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media

